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Mother's employment history and intensity of socialization to achievement and achievement motivation level in college freshman.

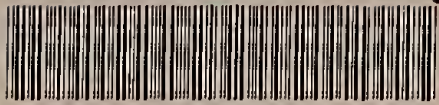
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University of Massachusetts Amherst

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MOTHER'S EMPLOYMENT HISTORY AND
INTENSITY OF SOCIALIZATION TO ACHIEVEMENT AND
ACHIEVEMENT MOTIVATION LEVEL IN COLLEGE FRESHMEN

A Thesis Presented

By

Elizabeth A. Slaughter

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the
requirements for the degree of
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Department of Psychology

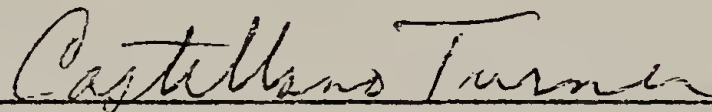
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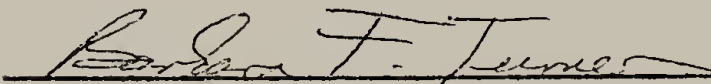
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Dr. Castellano Turner, Chairman

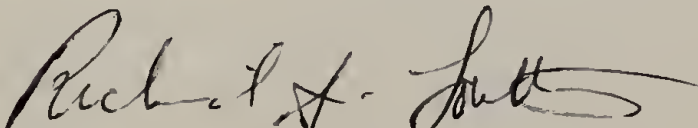


Dr. David Todd, Member



Dr. Barbara Turner, Member

August, 1972



Professor + Head

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CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM

The purpose of the study was to determine the relationship between work history of the mother and two variables: a) socialization to achievement, which is concurrent with work history; and b) achievement motivation level, which presumably results from maternal work history and socialization to achievement.

DEFINITIONS

According to McClelland (1953) and Atkinson (1964), the need to achieve (n Ach) is an acquired, relatively stable and general feature of personality that impels individuals to strive for success whenever their performance at a task is evaluated against a standard of excellence. The disposition called achievement motive might be conceived as a capacity for taking pride in accomplishment when success at one or another activity is achieved.

Socialization is defined by Sewell (1943) as the process by which individuals selectively acquire the skills, knowledge, attitudes and motives current in the group of which they are or will become a member. In this study, socialization to achievement to achievement refers to the

acquiring of values, attitudes and motives relevant to educational and occupational aspirations and success.

Maternal employment has three dimensions: first, the particular times in the life of the student in which the mother works; second, whether full- or part-time; and, third, degree of positive feelings about working. A total index of commitment was arrived at through a combination of the first two of these three variables. The mothers were classified in terms of high and low commitment to work. Powell (1963) has pointed out that the time in the child's life in which the mother works is important in terms of bodily complaints and academic achievement. The most significant age for the child in terms of maternal employment was nine years old. It was at this age that bodily complaints were least and academic achievement was best.

Keil and Keil-Specht (1970) found that achievement motivation can be predicted for girls by the strength of their mother's n Ach. The investigators found a correlation of .31. The notion that the children of working mothers do better academically than do those of non-working mothers was raised by Farley (1969). Sons seem to profit more by mothers' working, though, than do daughters. Nelson (1966), however, reported no significant difference in scholastic achievement for either male, female or both with mothers working full-time, part-time or not at all.

It is theorized by this writer that the concepts of socialization to achievement and achievement motivation are developmentally related. One concept of a child's early socialization is that of his/her beginning to acquire skills, attitudes and motives current in the group of present or anticipated membership. These are acquired primarily from forces outside the child, examples of which are parents and peers. Socialization to achievement refers to the acquisition of values, attitudes and motives relevant to educational and occupational aspiration and success. The first characteristics of socialization to achievement that may affect a child are those which are present even before birth and those which are present at an early age. Whether a mother is content with her job is a factor which may affect the child. On the other hand, a mother likes or dislikes her job either because of the type of job it is or because of the necessity to work. In either case, these do not seem to be a direct effect of the presence of the child. A child's earliest encouragement to attend college is felt to be related to factors which are present before the child is born, as well as factors present during the course of early life. Parents may not question the fact of the child attending college and expect that of him/her at an early age.

Later socialization to achievement is felt to bear more directly on adult motivation and achievement. Parents

who assume that their child will attend college may place additional expectations upon the child and, in turn, the child may perceive and incorporate these expectations. These include the child's perception of his/her parents' future hopes.

Subsequently, the child incorporates certain value orientations which may be described as meaningful and affectively charged modes of organizing behavior. These establish the criteria which influence the individual's preferences and goals. He/she develops a level of aspiration and standard of success which may be described as the need to achieve. One measure of the need to achieve is the educational and occupational level to which the child strives. The relationship between need for achievement and school grades has been demonstrated at different ages with both sexes (Magda, 1962).

Value orientations, because they tend to be on a conceptual level, are probably acquired in that stage of the child's cultural training when verbal communication of a fairly complex nature is possible. Achievement motivation, on the other hand, probably has its origins in certain types of parent-child interactions that occur early in the child's life and are likely to be emotional and un verbalized. Analytically, then, the learning of the acquisition of the achievement oriented values can be independent of the acquisition of the achievement motive, though empirically they

often occur together (Rosen, 1956). The disposition called achievement motive which is incorporated within the child might be conceived as a capacity for taking pride in accomplishment when success at one activity or another is achieved. It is the feeling of Argyle and Robinson (1962), McClelland (1965) and Epps (1970) that: a) parents, siblings and peers are responsible for the child's learning to value academic skills; b) achievement motivation can be learned by parents' verbalizations, standards, and identification with achievement oriented parents and others, provided that parental identification is sufficient; and c) the development of a strong sense of personal competence requires a history of interpersonal relationships which reward skill.

The proposed "paths" from early to later socialization and from later socialization to achievement motivation are presented in Figure 1-1.

HYPOTHESIS 1: Mother's Work Commitment (MWC), Socialization to Achievement and Achievement Motivation

Winterbottom (1958) and Touliatos (1971) concluded that mothers of children with high n Ach tended to expect self-reliant mastery at an earlier age than did mothers of sons with low n Ach. Winterbottom also found that, since children of working mothers are often left on their own, the mothers tended to place fewer restrictions on their children than non-working mothers, but the restrictions which

Figure 1-1.

Path from Early to Later Socialization, and from
Early and Later Socialization to Achievement Motivation

<u>Early Socialization</u>	<u>Later Socialization</u>	<u>Achievement Motivation</u>
Mother's feelings regarding her work	Mother's reaction to dropping out of college	Rosen's <u>n</u> Ach Scale Subject's future occupation
Earliest encourage- ment to college	Father's reaction to dropping out of college	Highest degree sub- ject would like to obtain
	Parent's hope to- ward college	Highest degree sub- ject expects to obtain
	Home-career mo- ther's expec- tation	Highest degree sub- ject intends to obtain
		Home-career daugh- ter's preference
		Home-career daugh- ter's expecta- tion



they did insist upon were at an early age. This tended to act as socialization to self-reliance in development of high n Ach because of the mother's absence. Not only the mother's absence, but also the mother's employment may be a socializing force for the child. McClelland (1961) concluded that early mastery training promotes high need for achievement only when it does not signify generalized restrictiveness, authoritarianism, or rejection by parents. Thus, if a child is expected to make decisions for himself at an early age, this may mean either that the parents help the child to become self-reliant and masterful or that they push the child to take care of himself/herself and not be a burden to the family. When it is the latter, the child is not likely to develop a high need for achievement because the parents are not primarily interested in the child's mastering tasks, but in the child being out of the way.

Hall (1964) investigated the behaviors and attitudes of mothers and fathers of boys who manifested symptom patterns identified as learning inhibition problems and found; a) the mothers of the boys who were classified as having the learning inhibition problems were significantly more overprotective and also less warm than a group of control mothers; b) these mothers were also higher on the punishment-aggression scale and expressed lower esteem for their husbands and more dissatisfaction with their own

roles as women than did the control mothers. Overprotectiveness and punishment-aggressiveness would seem to be more prevalent among mothers who did not allow their children independence and self-reliance. Christopher (1967) and Epps (1970) provide support for the relationship between desire for academic achievement and the perception that parents valued academic achievement. It is assumed that the value placed on academic achievement would be related to the level of education of the parents. This would mean that, if the mother is content with her academic achievement and her work, the value of academic achievement would be implicitly understood by the child.

In regard to a schmata for achievement, Rubin (1968) reported that on the Koethe Felt Figure Technique high achieving males placed themselves closer to the mother than the father. High achieving females put themselves farther from both the mother and father than did the high achieving males. This validates Rosen and D'Andrade's (1959) finding that high achievement is negatively related to authoritarianism. Since dominating behavior is more likely in fathers, the high achieving child may feel closer to the mother, not only because there may be less dominating behavior but also because she expresses more warmth. Dominating parents may feel intimidated by a high achieving female. A low achieving female may experience herself as closer to her father because it might be a less intimidating relationship.

The first general question of the study was concerned with whether the mother's employment history affects the socialization to achievement and/or achievement motivation of the child. The child of a high-committed mother would experience more intense socialization to achievement and report a higher level of achievement motivation than that of a low-committed mother. These mothers have perceived the need for independence and self-reliance at an earlier age than the low-committed mothers. Their children have, consequently, developed higher n Ach.

To summarize, it was predicted that students of high work committed mothers would report more intense socialization to achievement and higher levels of achievement motivation than students of low work committed mothers.

In addition to the employment history of the mother, the following variables will be discussed and related to achievement motivation: a) race; b) sex; and c) socioeconomic status (SES). Some relevant literature to each will also be presented.

HYPOTHESIS 2: Race, Socialization to Achievement and Achievement Motivation

If the white middle-class yardstick for judgement of achievement such as accomplishment is used, blacks will always have a lower n Ach and socialization to achievement than whites. Bell (1965) and Keller (1964) found, however, that the majority of upper lower-class black parents desire

a college education for their children and near majorities want them to enter a profession. These are very difficult goals to attain if the family does not know how to implement these aspirations, but parental aspirations have consequences because they are conveyed to the children. Perhaps the black parent does not have the same ability to help the child with his homework or correct him when he is wrong as the white middle-class parent does (Miller & Riessman, 1961), but the same societal values and goals have been internalized (Rodman, 1963). The differentiation which must be made is in desiring a goal and believing that the goal is attainable. It is the behavioral requisites for attaining them which give the white middle-class parent the edge in socializing the child. The typical lower-class black mother tries to socialize her child for scholastic achievement by laying down verbal rules and regulations about classroom conduct, but she does not do enough to guide and encourage her child's efforts at verbal-symbolic mastery according to Katz (1967).

McClelland (1961) proposes an explanation for the failure of the socialization process in the lower-class black family. Blacks as a group, he feels, are lacking in the achievement motive because of the matricentric structure of the black family and the persistence of child-rearing practices that originated in slavery. This was also a major point made by Moynihan (1965). This view completely ignores the sub-standard conditions of most black ghetto

schools and the results that ensue from unequal educational opportunity (Coleman, 1966). An alternative to the notion of cultural deprivation is cultural conflict. Reissman (1950), Cloward and Jones (1963), Inkeles (1966) and others have pointed out that minority group cultures have distinctive systems of values and goals that are not taken into account by the school. The lower-class black child may acquire the kind of competencies (motives, attitudes, and skills) that are needed for optimal adjustment to the conditions of life that he is likely to encounter. The skills that are valued in his own culture may be intrinsically difficult and require for their mastery a good deal of effort and persistence, yet be totally ignored by the educational establishment. Thus, the low academic motivation of the black pupil may be a reflection of the lack of relevance of the competence goals of the school to the competence goals toward which the child has been socialized by transmitting agents of his own culture. In short, according to these writers, the problem of motivating the black pupil is essentially one of accommodating the educational goals of the school to the values, goals, and learning styles that have been socially transmitted to the child in his home and neighborhood environments.

Toynbee's (1947) whole theory of just the right amount of challenge may also be used to explain differences in n Ach. He feels that if the challenge from the environment is moderate, then the approach response will be

maximal, but if the challenge is too great or too little, the response will depend upon n Ach. level. The degree of challenge, however, is never constant so that it is difficult to compare its effect upon races. Only generalizations are possible. McClelland (1961) feels that the degree of environmental challenge can be considered an intrinsic factor affecting the degree of achievement motivation which is aroused. It is his feeling that whites as a whole respond more vigorously than blacks as a whole.

To summarize, it was predicted that blacks would report lower levels of achievement motivation and less intense socialization to achievement than whites.

HYPOTHESIS 3: Sex, Socialization to Achievement and Achievement Motivation

The results of Moss and Kagan's (1961) research suggest that maternal encouragement of intellectual achievement tends to have a greater influence upon the intellectual development of girls than of boys. Various studies have suggested, though, that boys are more susceptible than are girls to parental influences. Watson and Stinnett (1971) found that the effect of maternal behavior on intelligence was more persistent over time for boys than for girls. This society also seems to foster and perpetuate the ideas of achievement and success as being masculine. High n Ach in men is seen as high masculine identification (Nobers, 1968). For this reason, socialization to achievement is practiced less

often by parents with regard to daughters than to sons. Although girls are reported to be higher on n Ach scales, boys in the long run actually achieve higher educationally and occupationally than girls.

A review of the literature on achievement motivation offers very little information on female achievement. The conspicuous absence of a large body of literature on this subject further confirms the idea that socialization to achievement and achievement motivation are considered in this country as sex-related phenomena. By far, most of the studies in the area have utilized males to the exclusion of females. Prediction of females' achievement behavior by this method is, at best, statistically invalid and politically reactionary at its worst.

To summarize, it was predicted that females would report higher achievement motivation than males, but the reverse would be true for reported intensity of socialization to achievement.

HYPOTHESIS 4: Social class (SES), Socialization to Achievement and Achievement Motivation

Research indicates that there are differences in child-rearing according to social class. Rosen and D'Andrade (1959) found lower-class families on the whole were more controlling and middle-class families were more permissive. This difference is shown by the styles of interaction within the family. In the lower-class family, the fathers are

the controlling figures. They are usually more authoritarian and rigid than fathers in the middle- or upper-class (Elder, 1962). The mothers, however, show just the opposite characteristics. In terms of n Ach, control and authoritarianism would seem to be an impediment to achievement because they frustrate a child's own efforts toward independent achievement (Berkowitz, 1964). In high achievers, however, the mothers show more authoritarianism towards sons, just as they show more warmth. The fathers of the high achievers showed less dominating behavior than the fathers of the low achievers. The inference made by Rosen and D'Andrade (1959) has been one found repeatedly in other studies - that very high rigidity or authoritarianism apparently, if it comes from the father, is likely to lower n Ach.

Several studies have shown that middle-class families work for longer range goals and think in terms of longer time spans (LeShan, 1952). Middle-class children are more willing to work for a delayed reward than working class children (Hyman, 1953; Mischel, 1960). In behaving in these ways, the children seem to be socialized to the nature of the occupations in which their father is presently engaged. Middle-class occupations require more planning ahead, as in the case of the small business. They may require a longer period of education before financial rewards begin to be available. The pay for such occupations even tends to come only once or twice a month, as

compared with weekly pay for lower-class occupations so that more planning ahead in terms of household expenditures is required. McClelland (1961) feels that, consequently, children of middle-class background may find failure sufficient to arouse their achievement striving because they recognize long range significance in terms of deprivation of possible future rewards. He says that, for children from the working class who are used to thinking in terms of a "bird in the hand" rather than "two in the bush," it is only when the "bird-in-hand" or the actual financial reward is threatened that their n Ach is aroused. Long range achievement concerns should appear more often among families whose occupations and economic position require or promote the development of just concerns. Straus (1962), however, found no correlation between patterns of deferred gratification and SES.

Merton (1969) reports that parents whose SES is low tend to exert the strongest pressure for achievement on their children. To apply Merton's point to the psychological process, it is precisely the parents least able to be role models for their children who exert pressure on them for a type of achievement they have not attained for themselves. Hence, they put their children in the ambivalent situation of being expected to do as their parents say, while not expected to follow in their footsteps. The process of socialization is articulated with the opportunity

structure in such a way that, where the discrepancy between goal and actual attainment is greatest, children are more likely to face expectations that they cannot meet socially or psychologically.

Another important obstacle to achievement motivation is a sense of personal responsibility for success and failure. It may be that lower-class people feel relatively powerless to control the direction of their lives and that this sense of powerlessness arises from the conditions of deprivation under which they live. The result is often a weakened sense of personal efficacy and an increased resignation with trust in chance in order to get ahead (Ireland, 1967).

To summarize, it was predicted that students from low SES families would report less intense socialization to achievement and lower levels of achievement motivation than students from high SES families.

Since a major focus of the study was on the interaction of the mother's employment history with the other independent variables (race, sex, and SES), the following hypotheses were formulated.

HYPOTHESIS 5: Mother's Work Commitment (MWC) by Race
Interaction

It was predicted that there would be a significant MWC by race interaction effect on the measures of socialization to achievement and achievement motivation.

The children of black high-committed mothers would report higher achievement motivation than those of white high-committed mothers, but the opposite would be true for intensity of socialization to achievement. Whereas, there would be no difference by race among low-committed groups. Stated differently, children of black working mothers would perceive a greater need to achieve than children of white working mothers. This would mainly be due to modeling behavior on the part of the subject with regard to mother's work commitment. Many black students see as desirable higher education and better jobs than their own parents have (Chinoy, 1952). The socialization for this is presumed to come from mother's work commitment.

HYPOTHESIS 6: Mother's Work Commitment (MWC) by Sex
Interaction

It was predicted that there would be a significant MWC by sex interaction effect on the measures of socialization to achievement and achievement motivation.

Females with high-committed mothers would report higher levels of achievement motivation than males of the same group. The opposite would be true, however, for intensity of socialization to achievement. No difference, or the opposite relationship, would hold for low-committed groups. This would mainly be due to role modeling on the part of the female because of high mother's work commitment.

HYPOTHESIS 7: Mother's Work Commitment by SES Interaction

It was predicted that there would be a significant MWC by SES interaction effect on the measures of socialization to achievement and achievement motivation.

Among high-committed mothers, as one moves from considering blue-collar to white-collar families, both socialization to achievement and achievement motivation level would increase in the children. Among the low-committed, no difference, or the opposite relationship, would be found. This would be mainly due to the fact that high SES, high-committed mothers work because they are more educated and work because they have a desire to work. Whereas, with low SES, high-committed mothers, they more often work out of necessity.

HYPOTHESIS 8: Race by Sex Interaction

It was predicted that there would be a significant race by sex interaction effect on the measures of socialization to achievement and achievement motivation.

The findings of both Weston and Mednick (1970) and Turner and Turner (1971) indicate that black women have higher achievement motivation than white females. The first study found that black women show less of a motive to avoid work than white women. The researchers of the latter study found that black women were more oriented toward careers than white women. Therefore, one would predict more intense socialization to achievement and a higher

level of achievement motivation. White males, because of their greater level of institutional socialization to achievement would report more intense socialization to achievement and higher achievement motivation level than any other race-sex group. White males would have higher socialization to achievement and achievement motivation than white females. There would be no difference in either achievement motivation or intensity of socialization to achievement for blacks, or the opposite effect would occur.

HYPOTHESIS 9: Race by SES Interaction

It was predicted that there would be a significant race by SES interaction effect on the measures of socialization to achievement and achievement motivation.

White middle-class females and males, because of the ability of their parents to instill and implement the value of academic achievement, would have higher achievement motivation than white lower-class males and females (Christopher, 1967). Among the blacks, however, there would be no significant difference by SES in achievement motivation. Several factors would account for this. Although the socialization process for black white-collar families is much the same as it is for whites, the blue-collar family decreases this class difference by the strong role model of the mother for her daughter and the counteracting societal forces among black males. This strong achievement motivation is not present in the white blue-collar families. The higher

achievement motivation of black females is thought to be lowered through societal forces similiar to the white female group. White middle-class subjects would have more intense socialization to achievement and achievement motivation than white middle-class subjects. There would be no difference in either achievement motivation or socialization to achievement between black middle-class and lower-class subjects.

HYPOTHESIS 10: Sex by SES Interaction

It was predicted that there would be a significant sex by SES interaction effect on the measures of socialization to achievement and achievement motivation.

Callard (1964) reported that achievement motivation is related to mother's experiences which operate independently of the mental ability of the child. The study found that low SES males and females had high achievement when the mother had moderate expectancies. High SES males and females had high achievement when the mother introduced controlling attitudes and a strong expectancy for achievement at an early age. It is assumed that low SES males and females, therefore, would have less intense socialization to achievement and achievement motivation than high SES males and females because, for low SES, the father is usually more the controlling agent than the mother and this inhibits achievement motivation. In addition, low SES mothers are likely to set less realistic standards in regard to

achievement for their children, aiming either too low or too high for their potential (McClelland, 1961). Thus, it appears that it is the subject's SES, more than sex, which would have bearing upon the sex by SES interaction effect.

CHAPTER II

METHOD

SAMPLE

The subjects were comprised of entering college freshmen at the University of Massachusetts. Only black students and white students were used. The sample was composed of 59 black and 82 white students, including 73 females and 68 males. Social class was measured by Warner's (1949) seven-point scale for father's occupation weighted by father's education.

INSTRUMENTS

Questionnaire: This consisted of a total of 85 questions. Its purpose was to determine the subject's reported amount of socialization to achievement, its sources and the subject's achievement motivation. Questions such as "highest degree you expect to receive" and "the reaction of your parents to dropping out of college" were asked.

Interview schedule: This was designed to obtain more specific information on the sample of 141 students. Background information such as parent's educational level, mother's employment status during a period of the subject's life, and the mother's views on her employment were obtained.

PROCEDURES

Two major sets of data were collected. The questionnaire was administered to all freshmen during the summer prior to entering the university. Administration of the questionnaire took about forty minutes. In the second phase of data collection, during the spring of the freshman year, the interview schedule was used for intensive interviews with a random sample of the freshman class. Because the total number of black students was small, a larger sample percentage was taken. The interview was used to provide more data in order to obtain a clearer understanding of the mechanisms of socialization as well as more subtle aspects of reported achievement motivation and socialization to achievement.

MEASURES

For purposes of analysis, mother's work commitment (MWC), race, sex, and SES were each divided into two levels and considered independent variables. Race and sex are self-explanatory. The MWC was calculated according to the time in the student's life during which the mother worked. This was divided into four age levels: under six, under eleven, under sixteen and over sixteen. Higher weightings were assigned for work at an earlier age level than later age level. Total full-time work through the four age levels is equal to a weight of 100. Total part-time work is equal to one-half of full-time work. Missing responses

were calculated as the mean of weights present. For example, if the subject did not recall if his/her mother had worked before he/she was six years old, and she had worked full-time at all other levels, the under six score was estimated by taking the mean of under eleven plus under sixteen plus over sixteen and adding it to those weights. The rationale behind providing higher weights for full-time rather than part-time work, and whether the subject is younger than older, is that high commitment to work is felt to be indicated by full-time, long-term involvement. The MWC weights are calculated accordingly. The scores, which ranged from 0-100, were divided at the median into two levels of commitment. Level 1 was equal to weights of 40-100 (high commitment) and level 2 was equal to weights of 0-39 (low commitment). (For correlations, the entire range of MWC was used.) Social class was divided into four levels with levels 1 and 2 being high SES and levels 3 and 4 equal to low SES.

The outcome (dependent) variables used were grouped into three stages in the development of the achievement motive: early socialization to achievement (Appendices B and C), later socialization to achievement (Appendices D, E, F and G), and achievement motivation (Appendices G, H, I, J, K and L). One measure of early socialization was the mother's feelings about her work (Appendix B). The second measure of early socialization was the subject's

earliest encouragement from one or both of his/her parents to attend college (Appendix C).

These first two measures of early socialization are felt to influence later socialization to achievement, which was analyzed through four measures: mother's reaction to the student dropping out of college (Appendix D); father's reaction to the student dropping out of college (Appendix E); parent's hope for the student's education (Appendix F); and, the daughter's perception of her mother's expectations for her after college (Appendix G).

It is felt that achievement motivation is an outcome of both early and later socialization to achievement. This was analyzed utilizing seven measures. These were: Rosen's Need Achievement Scale total score (Rosen's n Ach Scale; Appendix H); the subject's intended future occupation, ranging from high to low prestige jobs (Appendix I); the level of educational degree that the student would like (Appendix J), expects (Appendix K) and intends (Appendix L) to obtain; the daughter's preferred level of work commitment after college (Appendix G) and her expected level of work commitment after college (Appendix G).

HYPOTHESES AND STATISTICAL TESTS

The purpose of this investigation was to determine the relationship between work history of the mother and two sets of variables: those having to do with socialization to achievement and those having to do with achievement motivation level.

The hypotheses tested were as follows:

- 1) There is no significant difference on the main effect of MWC on the measure of socialization to achievement and achievement motivation as indicated by analysis of variance.
- 2) There is no significant difference on the main effect of race on the measure of socialization to achievement and achievement motivation as indicated by analysis of variance.
- 3) There is no significant difference on the main effect of sex on the measure of socialization to achievement and achievement motivation as indicated by analysis of variance.
- 4) There is no significant difference on the main effect of SES on the measure of socialization to achievement and achievement motivation as indicated by analysis of variance.

There are no significant two-way interaction effects on the measures of socialization to achievement and achievement motivation as indicated by analysis of variance.

- 5) MWC x race
- 6) MWC x sex
- 7) MWC x SES
- 8) race x sex
- 9) race x SES
- 10) sex x SES

CHAPTER III

RESULTS

ANALYSES OF VARIANCE

The means and standard deviations for the four main effects of MWC, race, sex, and SES on the thirteen measures of socialization to achievement and achievement motivation are presented in Appendix A. The means and standard deviations for each main effect are presented in Tables 1-4. The means and standard deviations for the interaction effects are presented in Tables 5-10.

Analyses of variance for hypotheses 1-4 are presented in Tables 11-23. The results of these analyses permit rejection of null hypotheses 1-4. There were significant differences found on the main effects of MWC, race, sex and SES on several of the measures of socialization to achievement and achievement motivation.

Analyses of variance for hypotheses 5-10 are also presented in Tables 11-23. Null hypotheses 5 and 7-10 were rejected. The results permit acceptance of null hypothesis 6 on the measures of socialization to achievement and achievement motivation.

Analysis of variance was used to examine the hypotheses. The results demonstrate that 14 of the 49 main

Table 1

Means and Standard Deviations of High and Low Mother's Work Commitment for the Thirteen Variables of Socialization to Achievement and Achievement Motivation

Variables*	High Mother's Work Commitment (N=53)		Low Mother's Work Commitment (N=88)	
	M=73.00 SD=22.95		M=11.94 SD=11.45	
	Mean	S.D.	Mean	S.D.
1	2.40	1.08	2.77	1.02
2	2.47	0.80	2.38	0.78
3	1.83	0.65	1.82	0.69
4	1.85	0.64	1.72	0.65
5	2.60	0.87	2.61	0.84
6	3.72	1.98	3.37	1.24
7	26.59	12.71	30.52	9.66
8	2.94	0.72	2.80	2.54
9	3.09	0.84	3.07	0.78
10	2.65	0.75	2.68	0.79
11	2.83	0.76	2.74	0.73
12	4.45	1.66	4.45	1.55
13	4.55	1.53	4.25	1.51

* Variable Code:

- 1 = Mother's Feelings Regarding Work
- 2 = Earliest Encouragement to College
- 3 = Mother's Reaction to Dropping Out of College
- 4 = Father's Reaction to Dropping Out of College
- 5 = Parent's Hope Toward Education
- 6 = Home-Career Mother's Expectation (Women Only; N=73)
- 7 = Rosen's Need Achievement Scale Total Score
- 8 = Subject's Future Occupation
- 9 = Highest Degree the Subject Would Like to Obtain
- 10 = Highest Degree the Subject Expects to Obtain
- 11 = Highest Degree the Subject Intends to Obtain
- 12 = Home-Career Daughter's Preference (Women Only; N=73)
- 13 = Home-Career Daughter's Expectations (Women Only; N=73)

Table 2

Means and Standard Deviations of
Blacks and Whites for the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*	Blacks (N=59)		Whites (N=82)	
	Mean	S.D.	Mean	S.D.
1	2.42	1.05	2.74	1.05
2	2.58	0.89	2.30	0.68
3	1.90	0.67	1.76	0.68
4	1.82	0.64	1.73	0.65
5	2.71	1.01	2.55	0.75
6	4.22	1.78	3.14	1.29
7	23.20	14.11	33.24	5.01
8	3.41	3.46	2.56	0.75
9	2.88	0.87	3.18	0.75
10	2.55	0.86	2.74	0.72
11	2.67	0.86	2.30	0.66
12	4.68	1.76	4.31	1.46
13	5.07	1.63	3.93	1.27

* Variable codes (1-13) are given on Table 1.

Table 3

Means and Standard Deviations of
Males and Females for the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*	Males (N=68)		Females (N=73)	
	Mean	S.D.	Mean	S.D.
1	2.77	1.03	2.44	1.07
2	2.41	0.93	2.42	0.64
3	1.81	0.63	1.84	0.71
4	1.77	0.61	1.78	0.68
5	2.80	0.88	2.41	0.73
6	-----	-----	3.55	1.57
7	28.19	11.63	29.74	10.53
8	2.63	3.11	3.04	0.48
9	3.20	0.85	2.95	0.74
10	2.89	0.85	2.46	0.64
11	2.93	0.75	2.62	0.70
12	-----	-----	4.45	1.58
13				

* Variable codes (1-13) are given on Table 1.

Table 4

Means and Standard Deviations of
High and Low SES for the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*	High SES (N=32)		Low SES (N=109)	
	Mean	S.D.	Mean	S.D.
1	2.59	1.10	2.60	1.06
2	2.16	0.63	2.49	0.82
3	1.91	0.69	1.73	0.66
4	1.59	0.61	1.82	0.65
5	2.89	0.96	2.52	0.80
6	3.65	1.78	3.51	1.50
7	29.78	10.58	28.81	11.25
8	2.55	0.83	2.67	0.72
9	3.11	0.79	3.06	0.81
10	2.61	0.68	2.68	0.80
11	2.79	0.74	2.78	0.75
12	4.55	1.57	4.41	1.60
13	4.15	1.39	4.45	1.56

* Variable codes (1-13) are given on Table 1.

Table 5

Means and Standard Deviations of the Four
MWC-Race Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		High Mother's Work Committment		Low Mother's Work Committment	
		(M=78.94 SD=21.72	M=62.37) SD=21.70)	(M=11.00 SD=13.00	M=12.33) SD=10.88)
		Blacks (N=34)	Whites (N=19)	Blacks (N=25)	Whites (N=63)
1	M	2.18	2.79	2.89	2.72
	SD	1.00	1.13	1.02	1.03
2	M	2.53	2.37	2.64	2.27
	SD	0.90	0.60	0.90	0.71
3	M	1.85	1.79	2.00	1.76
	SD	0.62	0.71	0.73	0.67
4	M	1.85	1.84	1.80	1.69
	SD	0.62	0.69	0.67	0.64
5	M	2.64	2.56	2.79	2.55
	SD	0.90	0.86	1.13	0.72
6	M	4.53	2.73	3.70	3.27
	SD	2.00	1.42	1.25	1.23
7	M	22.44	34.00	24.24	33.02
	SD	14.21	2.52	14.20	5.54
8	M	2.94	2.93	4.00	2.46
	SD	0.64	0.83	5.23	0.71
9	M	2.79	3.47	3.00	3.08
	SD	0.83	0.70	0.94	0.74
10	M	2.38	3.00	2.78	2.66
	SD	0.71	0.67	1.00	0.73
11	M	2.67	3.10	2.68	2.75
	SD	0.76	0.73	1.00	0.63
12	M	4.67	4.10	4.70	4.38
	SD	1.72	1.58	1.95	1.44
13	M	4.78	4.18	5.60	3.85
	SD	1.60	1.40	1.65	1.23

* Variable codes (1-13) are given on Table 1.

Table 6

Means and Standard Deviations of the Four
MWC-Sex Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		High Mother's Work Committment		Low Mother's Work Committment	
		(M=75.30 (SD=24.13	M=71.14) SD=22.18)	(M=11.84 (SD=11.97	M=12.05) SD=11.03)
		Males (N=24)	Females (N=29)	Males (N=44)	Females (N=44)
1	M	2.63	2.21	2.90	2.66
	SD	1.10	1.05	0.98	1.07
2	M	2.50	2.45	2.35	2.41
	SD	1.02	0.57	0.87	0.69
3	M	1.78	1.86	1.81	1.82
	SD	0.60	0.69	0.66	0.72
4	M	1.91	1.79	1.67	1.76
	SD	0.60	0.68	0.61	0.68
5	M	3.10	2.26	2.73	2.50
	SD	1.03	0.54	0.86	0.82
6	M	-----	3.82	-----	3.37
	SD	-----	1.98	-----	1.23
7	M	25.38	27.59	29.89	31.16
	SD	13.75	11.94	10.02	9.37
8	M	2.33	3.30	2.72	2.88
	SD	0.65	0.47	3.60	0.42
9	M	3.22	3.00	3.22	2.93
	SD	0.88	0.82	0.85	0.69
10	M	2.90	2.48	2.92	2.45
	SD	0.83	0.65	0.87	0.64
11	M	3.21	2.52	2.81	2.68
	SD	0.63	0.73	0.79	0.69
12	M	-----	4.44	-----	4.45
	SD	-----	1.66	-----	1.55
13	M	-----	4.55	-----	4.25
	SD	-----	1.52	-----	1.51

* Variable codes (1-13) are given on Table 1.

Table 7

Means and Standard Deviations of the Four
MWC-SES Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		High Mother's Work Committment		Low Mother's Work Committment	
		(M=63.89 (SD=22.05	M=74.86) SD=22.92)	(M= 8.75 (SD=12.03	M=13.14) SD=11.08)
		High SES (N= 9)	Low SES (N=44)	High SES (N=24)	Low SES (N=64)
1	M	2.89	2.30	2.36	2.89
	SD	1.05	1.07	1.08	0.98
2	M	2.11	2.55	2.17	2.46
	SD	0.78	0.79	0.57	0.84
3	M	1.89	1.81	1.96	1.76
	SD	0.78	0.63	0.69	0.69
4	M	1.67	1.88	1.57	1.77
	SD	0.71	0.63	0.59	0.66
5	M	3.17	2.50	2.78	2.53
	SD	1.47	0.71	0.80	0.86
6	M	4.17	3.73	3.43	3.35
	SD	2.86	1.75	1.16	1.29
7	M	21.89	27.55	32.79	29.67
	SD	17.07	11.65	3.99	10.98
8	M	2.50	3.00	3.71	2.47
	SD	1.00	0.67	4.78	0.69
9	M	3.33	3.05	3.05	3.07
	SD	0.82	0.85	0.79	0.79
10	M	2.67	2.65	2.65	2.70
	SD	1.03	0.72	0.65	0.85
11	M	2.83	2.83	2.74	2.74
	SD	0.98	0.74	0.69	0.76
12	M	5.00	4.30	4.36	4.50
	SD	1.67	1.66	1.55	1.57
13	M	5.00	4.44	3.79	4.47
	SD	1.55	1.53	1.19	1.61

* Variable codes (1-13) are given on Table 1.

Table 8

Means and Standard Deviations of the Four
Race-Sex Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		Black Males (N=31)	Black Females (N=28)	White Males (N=37)	White Females (N=45)
1	M	2.65	2.19	2.89	2.63
	SD	1.02	1.06	1.05	1.06
2	M	2.55	2.61	2.28	2.31
	SD	1.06	0.69	0.78	0.60
3	M	1.93	1.86	1.69	1.82
	SD	0.64	0.71	0.62	0.72
4	M	1.90	1.74	1.64	1.80
	SD	0.56	0.71	0.64	0.66
5	M	2.90	2.50	2.80	2.37
	SD	1.09	0.89	0.81	0.66
6	M	----	4.22	----	3.14
	SD	----	1.78	----	1.29
7	M	23.48	22.89	32.32	34.00
	SD	14.48	13.95	6.16	3.71
8	M	3.65	3.13	1.96	3.00
	SD	4.78	0.52	0.65	0.47
9	M	2.86	2.90	3.44	2.98
	SD	0.96	0.79	0.70	0.72
10	M	2.77	2.30	3.00	2.53
	SD	0.97	0.66	0.77	0.63
11	M	2.91	2.40	2.97	2.73
	SD	0.85	0.82	0.69	0.62
12	M	----	4.68	----	4.31
	SD	----	1.77	----	1.46
13	M	----	5.07	----	3.93
	SD	----	1.63	----	1.27

* Variable codes (1-13) are given on Table 1.

Table 9

Means and Standard Deviations of the Four
Race-SES Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		High SES		Low SES	
		Black (N=12)	White (N=20)	Black (N=46)	White (N=62)
1	M	2.42	1.40	2.07	2.23
	SD	1.31	1.55	1.27	1.43
2	M	2.42	2.00	2.63	2.39
	SD	0.67	0.56	0.95	0.68
3	M	2.08	1.80	1.82	1.76
	SD	0.79	0.62	0.61	0.69
4	M	1.53	1.60	1.89	1.77
	SD	0.67	0.60	0.60	0.66
5	M	2.08	2.83	2.60	2.45
	SD	1.07	0.82	0.78	0.64
6	M	4.43	3.23	3.95	3.00
	SD	2.51	1.16	1.75	1.44
7	M	36.04	39.35	36.37	36.81
	SD	3.41	2.88	3.34	3.65
8	M	2.85	2.50	2.73	2.64
	SD	0.45	0.71	0.53	0.65
9	M	2.92	3.20	2.91	3.16
	SD	0.67	0.77	0.76	0.73
10	M	2.50	2.65	2.51	2.76
	SD	0.60	0.67	0.73	0.73
11	M	1.92	2.75	1.96	2.58
	SD	1.38	0.91	1.44	1.00
12	M	4.86	4.39	4.62	4.28
	SD	1.77	1.50	1.80	1.46
13	M	1.57	1.08	1.52	1.89
	SD	0.54	0.28	0.51	0.40

* Variable codes (1-13) are given on Table 1.

Table 10

Means and Standard Deviations of the Four
Sex-SES Groups by the Thirteen Variables of
Socialization to Achievement and Achievement Motivation

Variables*		High SES		Low SES	
		Males (N=12)	Females (N=54)	Males (N=20)	Females (N=53)
1	M	2.33	1.45	2.17	2.26
	SD	1.61	1.40	1.45	1.26
2	M	1.92	2.30	2.52	2.47
	SD	0.52	0.66	0.96	0.64
3	M	1.75	2.00	1.81	1.77
	SD	0.75	0.65	0.58	0.72
4	M	1.50	1.65	1.83	1.83
	SD	0.52	0.67	0.61	0.67
5	M	3.08	2.70	2.66	2.32
	SD	1.06	0.78	0.68	0.61
6	M	----	3.65	----	3.51
	SD	----	1.78	----	1.50
7	M	37.16	38.68	36.38	36.75
	SD	4.53	2.55	3.15	3.80
8	M	2.46	2.70	2.34	3.03
	SD	0.85	0.50	0.58	0.37
9	M	3.08	3.10	3.18	2.91
	SD	0.90	0.64	0.75	0.71
10	M	2.79	2.48	2.81	2.46
	SD	0.72	0.57	0.80	0.62
11	M	2.42	2.45	2.35	2.25
	SD	0.14	0.11	0.13	0.11
12	M	----	4.55	----	4.41
	SD	----	1.57	----	1.60
13	M	----	4.15	----	4.45
	SD	----	1.39	----	1.56

* Variable codes (1-13) are given on Table 1.

Table 11

Summary of Analysis of Variance for
Mother's Feelings Regarding Work

Source	F	p
A	3.92	*
B	0.21	ns
C	0.53	ns
D	2.16	ns
AB	2.65	ns
AC	0.67	ns
AD	5.21	**
BC	0.17	ns
BD	4.69	*
CD	2.93	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 12

Summary of Analysis of Variance for
Earliest Encouragement to College

Source	F	p
A	0.48	ns
B	3.97	*
C	0.01	ns
D	4.36	*
AB	0.50	ns
AC	0.14	ns
AD	0.19	ns
BC	0.00	ns
BD	0.31	ns
CD	1.84	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 13

Summary of Analysis of Variance for
Mother's Reaction to Dropping Out of College

Source	F	p
A	0.01	ns
B	1.37	ns
C	0.02	ns
D	0.90	ns
AB	0.31	ns
AC	0.15	ns
AD	0.07	ns
BC	0.99	ns
BD	0.62	ns
CD	1.10	ns

A = MWC

B = Race

C = Sex

D = SES

ns = not significant

* = $p \leq .05$

** = $p \leq .01$

Table 14

Summary of Analysis of Variance for
Father's Reaction to Dropping Out of College

Source	F	p
A	1.23	ns
B	0.26	ns
C	0.00	ns
D	3.04	ns
AB	0.14	ns
AC	0.78	ns
AD	0.00	ns
BC	2.35	ns
BD	0.25	ns
CD	0.33	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 15

Summary of Analysis of Variance for
Parent's Hope Toward Education

Source	F	p
A	0.01	ns
B	0.76	ns
C	6.04	**
D	4.87	*
AB	0.26	ns
AC	3.30	ns
AD	0.24	ns
BC	0.44	ns
BD	0.09	ns
CD	0.03	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 16

Summary of Analysis of Variance for
Home-Career Mother's Expectation (Women Only)

Source	F	p
A	2.71	ns
B	6.72	**
C	0.57	ns
AB	2.81	ns
AC	0.37	ns
BC	0.45	ns

A = MWC
B = Race
C = SES

ns = not significant

* = $p \leq .05$

** = $p \leq .01$

Table 17

Summary of Analysis of Variance for
Rosen's Need Achievement Scale Total Score

Source	F	p
A	0.11	ns
B	4.95	*
C	2.58	ns
D	4.29	*
AB	0.00	ns
AC	1.72	ns
AD	0.05	ns
BC	2.70	ns
BD	4.07	*
CD	0.65	ns

A = MWC

B = Race

C = Sex

D = SES

ns = not significant

* = $p \leq .05$

** = $p \leq .01$

Table 18

Summary of Analysis of Variance for
Subject's Future Occupation

Source	F	p
A	8.51	**
B	0.30	ns
C	41.49	**
D	0.26	ns
AB	0.56	ns
AC	0.05	ns
AD	1.83	ns
BC	6.42	**
BD	1.35	ns
CD	4.37	*

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 19

Summary of Analysis of Variance for
Highest Degree the Subject Would Like to Obtain

Source	F	p
A	0.02	ns
B	5.14	*
C	2.74	ns
D	0.03	ns
AB	4.07	*
AC	0.06	ns
AD	0.36	ns
BC	3.98	*
BD	0.01	ns
CD	0.95	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 20

Summary of Analysis of Variance for
Highest Degree the Subject Expects to Obtain

Source	F	p
A	0.12	ns
B	2.61	ns
C	9.30	**
D	0.24	ns
AB	5.85	**
AC	0.12	ns
AD	0.05	ns
BC	0.38	ns
BD	0.11	ns
CD	0.02	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant

* = $p \leq .05$

** = $p \leq .01$

Table 21

Summary of Analysis of Variance for
Highest Degree the Subject Intends to Obtain

Source	F	p
A	0.55	ns
B	10.86	**
C	0.06	ns
D	0.14	ns
AB	1.38	ns
AC	3.45	ns
AD	2.05	ns
BC	1.46	ns
BD	0.18	ns
CD	0.08	ns

A = MWC
B = Race
C = Sex
D = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

Table 22

Summary of Analysis of Variance for
Home-Career Daughter's Preference (Women Only)

Source	F	p
A	0.03	ns
B	0.88	ns
C	0.06	ns
AB	0.03	ns
AC	0.65	ns
BC	0.02	ns

A = MWC
B = Race
C = SES

ns = not significant

* = $p \leq .05$

** = $p \leq .01$

Table 23

Summary of Analysis of Variance for
Home-Career Daughter's Expectations (Women Only)

Source	F	p
A	1.11	ns
B	13.50	**
C	0.14	ns
AB	0.10	ns
AC	6.87	**
BC	0.45	ns

A = MWC
B = Race
C = SES

ns = not significant
* = $p \leq .05$
** = $p \leq .01$

effects and nine of the 69 two-way interaction effects were significant (.05 level).

The levels of MWC were significantly differentiated ($F=3.92$, $p \leq .05$) on reported mother's feelings regarding her work (Table 11). The means of this group (Table 1) indicate that high-committed mothers were reported more content with their jobs than low-committed mothers. The results also indicate a significant MWC x SES interaction ($F=5.21$, $p \leq .05$). The means (Table 7) suggest that low SES, high MWC have less positive feelings regarding their work than the low SES, low MWC group. In addition, the findings suggest a significant race x SES interaction ($F=4.69$, $p \leq .05$). An inspection of the means (Table 9) would indicate that high SES whites are less content with their jobs than the combined mean of high and low SES blacks and low SES whites. It is apparent from inspection of the results that the mean of high SES whites differs greatly from any of the other race-SES groups.

Both race ($F=3.97$, $p \leq .05$) and levels of SES ($F=4.36$, $p \leq .05$) were significantly differentiated on subject's earliest encouragement to attend college (Table 12). Earlier encouragement may be accounted for by the means (Table 2) of blacks which were higher than those of whites. This finding suggests that blacks encourage their sons/daughters to attend college at a later age than whites. Table 4 suggests that low SES are encouraged at a later age to attend college than are high SES.

No main or interaction effect was found on mother's reaction to the subject dropping out of college (Table 13). The means (Table 1) for MWC on this variable suggest that there is no statistical difference between high and low MWC on the mother's reaction to her son/daughter leaving college.

No main or interaction effect was found on father's reaction to dropping out of college (Table 14). Inspection of the means (Table 1) for MWC on this variable suggest that there is no statistical difference between high and low MWC on the father's reaction to his son/daughter leaving college.

Both sex ($F=6.04$, $p \leq .01$) and SES ($F=4.87$, $p \leq .05$) were significantly differentiated on parent's hope for the subject's education (Table 15). Means for males show significantly higher parental hopes than females (Table 3). This suggests that parents have lower educational hopes for daughters than sons. Table 4 indicates that high SES is related to greater parental hopes with regard to education than low SES.

Table 16 shows the summary of analysis of variance for daughter's perception of her mother's work expectation for her after college. These results are significant ($F=6.72$, $p \leq .01$) for race. The means of black females are higher than those of white females (Table 2). This suggests that black mothers expect their daughters to work more than do white mothers.

Both the main effects of race ($F=4.95$, $p \leq .05$) and SES

($F=4.29$, $p \leq .05$) are significantly differentiated for Rosen's Need Achievement Scale total score (Rosen's n Ach Sclae) as Table 17 indicates. Inspection of the means (Table 2) shows that blacks are lower on this variable than whites. This suggests that blacks have a less intense achievement orientation than do whites. Inspection of the means of Table 4 suggests that low SES also have a less intense achievement orientation than do high SES subjects. A race x SES interaction is also indicated by the data ($F=4.07$, $p \leq .05$). Inspection of the means (Table 9) suggests that low SES whites have a less intense achievement orientation than do high SES whites. The findings also indicate a slight difference for blacks in the opposite direction.

The main effects of MWC ($F=8.51$, $p \leq .01$) and sex ($F=41.49$, $p \leq .01$) were significantly differentiated for subject's future occupation (Table 18). Inspection of the means (Table 1) suggests that the children of low-committed mothers desire more prestigious occupation than do sons/daughters of high-committed mothers. The means of Table 3 suggest that females desire a less prestigious future occupation than do males. There was also a significant race x sex interaction ($F=6.42$, $p \leq .01$) for this variable. Table 8 suggests that white females desire a less prestigious future occupation than white males. However, the findings indicate that black females aim for slightly higher prestige jobs than black males. A sex x SES

significant interaction is also indicated by the results ($F=4.37$, $p \leq .05$). Inspection of the means (Table 10) suggests that low SES females aim for lower prestige jobs than do high SES females, whereas low SES males choose slightly higher occupational goals than high SES males.

Race was significantly differentiated ($F=5.17$, $p \leq .05$) on the type of degree the subject would like to obtain (Table 19). Inspection of the means (Table 2) indicates that blacks would like to obtain a lower college degree than whites. A significant MWC x race interaction is also indicated for this variable ($F=4.07$, $p \leq .05$). An inspection of the means for this interaction (Table 5) suggests that blacks with high-committed mothers would like to obtain a less prestigious educational degree than whites with high-committed mothers. Whereas, low MWC blacks choose less prestigious degrees than do high MWC whites. A significant race x sex interaction was also indicated ($F=3.98$, $p \leq .05$). Inspection of the means (Table 8) suggests that white males would like a higher degree than black males. Whereas, there is essentially no difference between black females and white females.

The main effect of sex is significant ($F=9.30$, $p \leq .01$) for the subject's expected degree (Table 20). Inspection of Table 4 indicates that females do not expect as high a degree as males, although, in general, they do expect to finish college. The results also indicate a MWC x race interaction ($F=5.85$, $p \leq .01$). Inspection of Table 5 suggests

that high MWC blacks expect to receive a lower degree than high MWC whites. Low MWC blacks, however, expect to receive a slightly higher degree than high MWC whites.

Race was significantly differentiated ($F=10.86$, $p \leq .01$) on the subject's intended degree (Table 21). Inspection of the means (Table 2) suggests that blacks intend to receive a lower degree than do whites.

No main or interaction effect was found on daughter's home-career preference (Table 22). Inspection of the means (Table 1) for MWC on this variable indicates that there is no significant difference on daughter's home-career preference.

There was a significant main effect of race ($F=13.50$, $p \leq .01$) for daughter's home-career expectations (Table 14). The means (Table 2) suggest that black females expect to have a more intense career involvement than do white females. The results also suggest a MWC x SES interaction effect ($F=6.87$, $p \leq .01$). Table 7 suggests that high MWC, high SES females expect greater work involvement than high MWC, low SES females. However, among the low MWC groups, the low SES females expect to work more than the high SES females.

SUMMARY

An analysis of variance demonstrated that several of the measures of socialization to achievement and achievement motivation were significantly related to the main effect of MWC which was significant on one of the six measures

of socialization to achievement and one of the seven measures of achievement motivation. The main effect of race was significant on two of the measures of socialization to achievement and four measures of achievement motivation. The main effect of sex was significant for one measure of socialization to achievement and two measures of achievement motivation. Levels of SES were significantly differentiated on two measures of socialization to achievement and one measure of achievement motivation.

The next chapter will be concerned with summary, limitations, implications and conclusions of the data reviewed in this discussion.

CHAPTER IV

DISCUSSION

SUMMARY

The purpose of the investigation was to determine the relationship between work history of the mother and two variables: socialization to achievement and achievement motivation level. It has focused on the idea that the more a mother is involved with her work, the better role model she is for socialization to achievement and later achievement motivation level.

The study was designed to determine the following:
1) the effect of MWC, race, sex, and SES on socialization to achievement and achievement motivation; and, 2) the interaction effects of a combination of any two of the aforementioned on socialization to achievement and achievement motivation.

Thirteen measures of socialization to achievement and achievement motivation level were used to test these hypotheses. The subjects' mothers were rated on work involvement. Their weighted scores were utilized as measures of high and low mother's work commitment (MWC).

The sample (N=141) was given all questions with the exception of certain questions which males did not answer

involving the choice of a home or career orientation. The socialization to achievement variables were: reported mother's feelings regarding her work, the subject's earliest encouragement by his/her parents to attend college, the reported mother and father's reaction to the subject dropping out of college, reported parent's hope toward the subject's education and the daughter's perception of the amount of work expected by her mother after college. The achievement motivation variables were: the total score on Rosen's Need Achievement Scale (Rosen's n Ach Scale), the subject's intended future occupation, the type of degree the subject would like, expects and intends to obtain, the amount of work the daughter expects and prefers after college. A multi-variate analysis of variance was performed on the entire sample. The Pearson Product-Moment correlation was computed for each race-sex group and the entire sample for intercorrelations between both socialization to achievement and achievement motivation variables.

On the analysis of variance, MWC was a significant main effect on two measures, race on six, sex on three and SES on three measures (Tables 11-23). The findings of the analysis of variance indicate that MWC seems to have an influence on early socialization to achievement as well as need achievement. Early socialization is indicated by reported mother's positive feelings regarding her work (Table 11) and achievement motivation level by the subject's intended future occupation (Table 18).

The basic finding of the study is that the specific process of socialization to achievement, which leads to achievement motivation, is still quite unclear. The dependent variables, though derived from specific questions, involve ambiguous concepts to such a degree that it is difficult to extricate specific cause and effect relationships. Yet, in some respects, the questions can be observed to have quite predictable outcomes. It seems reasonable that the parents of a child who is encouraged at an early age to attend college would be heartbroken or, at the least, upset at the prospect of their child leaving college without a degree. In the same sense, when a mother enjoys her work, the enjoyment and value of a good job can be incorporated within a child without its specific mention. In turn, job enjoyment can be translated by some as a prestigious future occupation or college degree. Probable cause and probable effect are present. What seems to be absent is specific, smooth and systematic process from one to the other. The answer might well be in some way to rate subjective responses to the ways in which the subject felt that his/her parents implied that they wished him/her to attend college or why or how the subject feels his/her education is necessary to him/her. It is apparent that additional research is needed to compensate for these limitations.

Also, as Katz (1967) suggests, when one compares the responses of groups from different backgrounds, it may be

important to abandon the consideration of the achievement motive as a singular entity and, instead, to examine the concept in terms of many independent achievement motives relative to each specific group.

CONCLUSIONS

The analysis of variance results indicate a statistically significant main effect of mother's work commitment on reported mother's feelings regarding her work. High MWC mothers may more often feel the necessity to work throughout the life of the child. Most have not had the opportunity for advanced education and cannot afford the luxury of picking certain jobs over others. It is felt that these high MWC mothers would prefer not to work at all. Persons in jobs which require long hours and where one is unhappy in the type of work and cannot foresee much change because of lack of education or other circumstances, may feel that the only relief is through not working at all or at least getting a different job. The primary or sole motive must be financial. Many have been known to travel three to five hours a day to a job which pays only sixty to eighty dollars a week. One merely gets a "job" and gets paid. A person leaves one job for another because the pay is better, not because he enjoys it more. It is understandable, therefore, how the high-committed mother becomes dissatisfied with a job or status of a job which she feels locked into because of the necessity to work.

The MWC x SES significant interaction suggests that high MWC, low SES mothers enjoy their present jobs less than high MWC, high SES and that low MWC, high SES have less positive feelings regarding their work than low MWC, low SES. The rationale for this interaction is apparent from the above discussion. High MWC, low SES mothers are quite often working because of the necessity, whereas high MWC, high SES mothers, though the financial necessity would be proportionately as great, would not feel that they had to work at a job in which they were discontent. One may offer the rationale for the difference between means of low MWC, high SES and low MWC, low SES mothers of the latter group not working either because of family expectations that a mother not work or the care of younger children forcing her to remain home. Low MWC, high SES mothers would feel frustration at not being able to utilize what they felt were their talents. Low MWC, low SES mothers would seem to be obtaining additional finances from sources outside the home. Perhaps, some are on welfare and content to remain home because they realize the financial limitations of their skills and feel that they are better off not working. It should be noted, however, that, as indicated by Appendix B, the mean for this variable falls between mothers who want to do something different and those who are content with what they are doing. Therefore, low MWC, low SES mothers were not entirely content with working very little. Many would like to do something else

which is assumed to be work.

A race x SES interaction suggests that high SES black mothers are more content with their work than high SES white mothers. The mean for high SES white mothers suggests that, as a group, they prefer not to work at all more often than black high SES mothers who are more likely to prefer a different job from their present one. High SES whites may feel that it is financially necessary to work, though their husbands, perhaps, would prefer that they not work. Therefore, they may prefer to work less than they are presently working. Black high SES mothers, however, do not have a conflict of desirability and necessity. Perhaps there is more of a psychological necessity for the black mother to feel that her family never has enough money regardless of SES. Perhaps high SES mothers have a greater need because of their presumably better job skills to be upwardly mobile and desire a different or better job rather than not working at all.

Levels of SES were significantly differentiated on earliest encouragement to attend college. In the early years of the child, low SES parents may consider actually telling the child of college as being unimportant. In low SES families, in which both parents are working, certain socialization to self-reliant behaviors may be impressed upon the child, instead of socialization to academic achievement (Winterbottom, 1958). From this self-reliance may develop independence to pursue or not to

pursue academic achievements. Indirect socialization to achievement may be found in the type of instructions the low SES parent gives his/her child regarding behavior in school. In other words, the parent may feel that in order to do well in school the child must be well-behaved, quiet, and do his/her homework. Although the reasons at that time may not be specifically achievement oriented, this may be the first step for some parents. After the importance of being well-behaved in school is instilled in the child, the parent may later encourage the child toward higher education. It may be the parent's perception that, in a child's early years, behavior is of central importance and he/she will not do well in school regardless of his/her interest if the teacher views him/her as a behavior problem in class (Rosenthal, 1968). On the other hand, the early emphasis on behavior, rather than achievement, may be primarily due to the lower-class parent's impatience in dealing with a number of children in the family who may pose behavior problems for them, especially if both parents work. However, as McClelland (1961) has stated, in low SES families early self-reliance training promotes high need for achievement only when it does not signify authoritarianism, generalized restrictiveness, or rejection by parents. Thus, if a child is expected to make decisions for him/herself at an early age, so that he not be a burden to the family, he/she is not apt to develop a high need for achievement because the parents are not primarily

interested in his/her mastering tasks, only in his/her being out of the way. Tyler (1965) has found that lower-class parents are more concerned with neatness and obedience than middle-class parents which would inhibit the need for achievement. In this way, one may expect that high SES subjects would have an earlier encouragement to attend college than low SES.

Race was also significantly differentiated on earliest encouragement to attend college. Much of what has been discussed concerning SES may also be related to race on this variable. Blacks seem to be especially subject to conditions which create an atmosphere of alienation and resignation. This may, in turn, help to account for the fact that many black children have scored lower than other racial and ethnic groups tested on need for achievement (Rosen, 1959). However, this finding may be more class-related than racial or ethnic. In a study of Italian and Jewish families, the lower the SES of the family, the lower were the fathers' achievement values. These values were, in turn, directly related to the child's need for achievement (Strodtbeck, 1958).

Sex and levels of SES were significantly differentiated on reported parent's hope for the subject's education. It may be concluded that, for males, the degree the parents would like him to obtain is higher than for females. This may be due to the ways in which socialization takes place. For males, it may be a combination of mother and father

working. For females, perhaps the idea of role modeling is not necessary, but, more important, the idea that academic achievement and accomplishment are felt to be positive attributes appears relevant. This finding contradicts that of Sewell and Shah (1968) who report that father's education affects male motivation and mother's education affects that of females. The researchers found that both males and females have strong motivation depending upon the educational level of the parents and the intellectual ability of the subject. Table 4 suggests that high SES is related to greater parental hopes with regard to education. A SES main effect on this variable also suggests that low SES parents have lower educational hopes for their children than do high SES parents. Irelan (1967) reports that, although they do not expect to achieve it, most low-income parents value advanced education. It has been found by Bell (1963) that up to 65% parents will say that they want a college education for their children. Sewell (1957) reports lower SES parents having more concern than middle-class parents regarding achievement in school. Though, often, it is the children of middle-class parents who have higher aspirations. (Sears, 1957; Greenleigh, 1965). The difference, however, is that in high SES these goals are both desirable and attainable. In the low SES, though, they are more often unattainable.

Race was significantly differentiated on the daughter's perception of the amount of work the mother expects of her.

It seems that there is a similiarity of means between mother's attitude about her work, the amount of work the subject expects, and the reported amount of work the mother expects of her daughter. This trend is most obvious for black females. The means presented in Table 24 are for subject's expectations of work and reported mother's expectations for her daughter. For each attitude toward work, from negative to positive, there is an increase in the amount of work perceived by both mother and daughter, except for mothers who enjoy their jobs and want their daughters to work very little. The means of reported mother's expectations are consistently lower than her daughter's. In general, black mothers are perceived as expecting their daughters to work less than the daughters expect of themselves. The daughter's mean amount of expected work increases as her mother's feelings change from negative to positive indicating a linear relationship. Daughters of mothers who do not want to work expect a more traditional orientation to work, while those whose mothers are satisfied expect a less traditional orientation to work, while those whose mothers are satisfied expect a less traditional career orientation. In general, the daughters of satisfied black mothers desire full- or part-time work in addition to having a family, but these mothers expect their daughters not to work at all after college. This may be a hope rather than a realistic expectation of those mothers.

Table 24

Means of Daughter's Work Expectations and
Reported Mother's Expectations for the Daughter
as Related to Mother's Job Attitude
(Black Females Only; N=28)

Reported Mother's Work Attitude	Home-Career Daughter's Expectations	Home-Career Mother's Expectations
Does Not Want to Work (N=8)	4.57	3.43
Prefers a Different Job (N=8)	5.25	4.88
Satisfied with her Job (N=7)	5.57	3.71

It is interesting that the greatest discrepancy between mother-daughter mean is in the case of mothers who do not want to work and mothers who prefer a different job. The data suggest that mothers who dislike or like their work want their daughters to remain in strictly traditional home-career roles. These mothers also seem to be less in touch with their daughter's career orientation than is the mother who wants to work, but prefers a different job. The rationale may be that mothers who want to work, but not at their present job, may be characterized as upwardly mobile in terms of not being satisfied with a present job, but preferring a better job. Littig (1965) found upward mobility to be related to high achievement level. This desire for upward mobility may put mother and daughter in closer association in terms of a socialization to achievement process. In this case, each daughter's orientation to socialization to achievement may be somewhat clearer than those who are completely discontent or content with their work. Socialization is presumably perceived by the subject, in that the mother-daughter means are so similar.

The striking difference between black and white females is their approach in terms of their commitment to work. The difference between means (Table 1) indicates that black females prefer to work less than they actually expect to and white females expect that they will work less than they really want to work. This may reflect the notion that white males may prefer their wives to work less because

of the institutional socialization for husbands to financially support their wives and mothers to stay home to raise their children. The white females, in contrast, may feel that their anticipated education should allow them to enjoy at least a part-time job for financial as well as psychological reasons. For black females, however, part- or full-time work is usually not questioned, since they work more often than not. Through institutional socialization, though, factors like the "American dream" (Chinoy, 1962) may influence them to actually prefer to work as much as their white counterparts, which is probably less than they are already working. However, in reality, it may be necessary to work more than they really want to work.

An MWC x SES interaction for daughter's expectation suggests (Table 7) that high MWC, high SES females have a more intense career orientation than low MWC, high SES females. However, among the low MWC groups, the low SES females expect to work more than the high SES females. Career orientation among these two groups may reflect more of an attitude of work enjoyment. Earlier findings on reported mother's feelings regarding her work (Table 7) report similar differences of high MWC, high SES and low MWC, high SES females. The high MWC, high SES were more content with their jobs than low MWC, high SES. Also, as previously stated, the more a mother enjoys her work, the more intense the career orientation of her daughter. This interaction

effect substantiates those findings of the relationship of reported mother's feelings regarding her work and daughter's subsequent home-career orientation. It is clear by these findings that high MWC, high SES, who presumably want to work and are content with their job, and low MWC, high SES, who presumably are discontent in working very little, have an apparent effect upon daughter's future work expectations.

Several other interesting relationships are suggested by the data on home-career expectation with MWC and SES. In Figure 4-1, as one moves from high SES (1&2) to low SES (3&4), there is an important relationship to MWC. If SES is separated into four levels and MWC into three levels (high, medium and low), the relationship of SES 1 to SES 2 is similar in that both are in the same direction, although SES 2 is somewhat less pronounced than SES 1. As one moves to SES 3 and SES 4, the relationship reverses with regard to SES 1 and SES 2, although they remain similar to each other. It seems that SES 2 is actually a transitional class or possibly a more upwardly mobile one than the other classes so that the interaction between MWC and SES can be followed through the action of SES 2.

The main effects of race and SES and a race x SES interaction were statistically significant for Rosen's n Ach Scale. The means for blacks and low SES groups on this scale suggest that they were more oriented toward family ties and had more present than future concerns than whites and high SES groups. Black families and lower-class

Figure 4-1.

Interaction of Three Levels of Mother's Work
Committment (High, Medium, Low) and Four Levels of SES
(High-1&2; Low-3&4) on Home-Career Daughter's Expectations

Least
Traditional 8

7

6

Home-Career
Orientation

5

4

3

Most
Traditional 1

Low

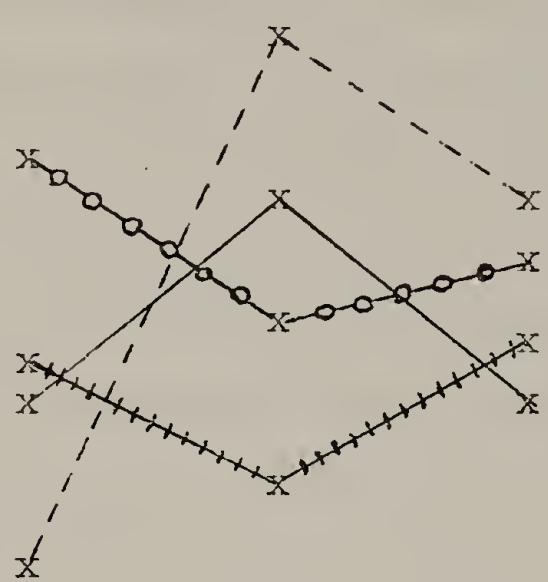
Medium

High

Mother's Work Committment

Legend:

SES 1 = —————
SES 2 = - - - - -
SES 3 = + + + +
SES 4 = - o - o - o -



families who are subject to the conditions of poor jobs, broken homes and overcrowded housing may feel that they have limited opportunity for occupational advancement. Lower-class black families, through these conditions may feel alienated from the greater part of society and more dependent upon family relationships to bolster feelings of efficacy and self-determination than middle-class blacks. They may realize the value of increased income, but may be unwilling to take necessary risks and instead seek family or job security rather than advancement (Centers, 1949). There is a persistent attitude within the lower-class that resignation is the most realistic approach to life (Miller, 1958; Rainwater, 1960). This belief may also be related to blacks in the sense that it inhibits occupational and educational achievement orientation. Thinking in terms of the present rather than the future, because fortune and chance are considered the basic elements (LeShan, 1952), handicaps the lower-classes and blacks for the planning required for systematic economic improvement. In terms of strict class distinction, several studies have shown that the middle-class family is more willing to work for longer range goals and think in terms of longer time spans (LeShan, 1952), than the lower-class family. The middle-class child is more willing to work for a delayed reward than working class children (Mischel, 1960) and presumably have more future than present concerns for

for achievement. If it is assumed that children are socialized through their parents' social class status, high and low SES subjects may have achievement strivings, but may only strive to the limits of their class status. This is not to say that the lower-class is less upwardly mobile than the middle-class, but only that low achievement orientation is related to low concern for future goals (Teahan, 1958) and resignation to remain within their present social class status.

Levels of MWC were significantly differentiated on subject's future occupation. The findings indicate that the more a mother works the more prestigious the subject's occupational goals. One may hypothesize that this effect suggests a shifting of the focus of parental authority from the father to the mother. In addition, the mother's continued strong emotional investment in the child should provide her with a powerful lever for evoking desired performance. Strodbeck (1958) and Rosen and D'Andrade (1959) have noted, in respect to these hypotheses, that studies of the familial origins of need achievement point to the matriarchy as the optimal context for the development of the motive to excel. The fact that a mother works a great deal may suggest upward mobility regardless of social class. Littig and Yeracaris (1965) reported that upward occupational mobility was related to high need achievement. High-committed mothers may also force a child to be more self-reliant and independent. Pressure for achievement,

therefore, may be greatest in a family atmosphere in which high levels of maternal work involvement are followed by pressure for independence and accomplishment.

The results also suggest that white females desire less prestigious occupations than do white males. This concurs with the findings of Weston and Mednick (1970). These investigators reported also that white females have more of a motive to avoid success than do black females. The conclusions may be generalized, however, to say that women in general have more of a motive to avoid success than do males. Achievement needs for a woman may be met by choosing a job which is certain to be lower in status than her husband, yet working a great deal at that job. In other words, achievement expectations may only effect the amount of work. Job status may not be encouraged for females to the same extent as work involvement. Females may want to contribute to family expenditures, but do so with the understanding that the husband is the major source of family support. It seems that females, generally, find it difficult to accept the present day ideology of many feminists who desire self-actualization without regard to the effect on males. Females, apparently, still have guilt feelings concerning success strivings and prefer to be, in some way, financially dependent on their husbands.

The findings for future occupation also suggest that black males choose lower status occupational goals than do white males. Low occupational goals, perhaps, reflect the

extent to which black males may not perceive the opportunity or realize the expense of education and training. Also, black males may have more urgent, material reasons for not striving toward prestigious occupations. These professions usually require additional training which can be a barrier to immediate reward. Although black males certainly do value advanced education, they may be expressing a certain amount of reality in not expecting to enter highly selective professions which require additional and expensive long-term training (Bell, 1965).

One may hypothesize that males are socialized to be more independent of their family ties than are females. In addition, high SES males are certainly socialized to high status occupations and to pursue a career through self-reliance and high academic achievement. It seems evident that females tend to be less independent because of the inability of parents to accept equality of self-determination among their children and to foster dependency needs more for their daughters than for their sons (Schachter, 1959). Implicated within this hypothesis is the view that marriage will bridge the dependency gap from one family to another, so that the daughter may remain only briefly autonomous when she chooses to be or when her family allows her. The combination of both sex and SES on the above measure gives strong credibility to the hypothesis that achievement motivation is sex-oriented and a class-related phenomenon.

Race is significantly differentiated for the type of degree the subject would like and intends to obtain. This finding suggests a difference in aspiration level between blacks and whites. Blacks would seem not to have as great an academic orientation as would whites. Much of what has been mentioned previously concerning black males and future occupation is also relevant to this discussion. In addition, blacks who have lower degree intentions may be reflecting their unfamiliarity of resources open to them were they to desire a higher degree. Blacks who are encouraged at a later age than whites to attend college may not have been socialized to the utility of an advanced degree but only that of a college degree. It is interesting to note that although there is a significant difference by race on these two measures, the variable of expected degree shows no such statistical difference. One may interpret this finding as indicating that, although blacks and whites differ on the type of degree they would like or intend to receive, there is no difference on their realistic expectancies for a degree.

There is an apparent relationship between liked, expected and intended degree. The mean of liked degree was always higher than either expected or intended degree. This suggests that subjects would like a higher college degree than they can reasonably expect or intend. Like degree may represent a "pipe dream" with intended and expected degree representing a more realistic orientation. The mean of

expected degree was always the lowest of the three measures, suggesting more realistic thinking. It seems that the type of degree the subject would like to receive is quite different from the one he really expects to receive.

The results suggest a significant interaction of MWC x race on both the type of degree the subject would like and expects to receive. Apparently high MWC blacks would like and expect to receive a lower degree than high MWC whites. High MWC blacks may not perceive their liked and expected degree as mutually exclusive intentions, yet high MWC whites may view liked degree as more of a "pipe dream" than a realistic intention. Many who may like to receive a professional degree might realistically expect to receive only a B.A. or M.A. degree. Perhaps, high MWC black mothers have, through their long-term work involvement, instilled within their children the idea that college is important in obtaining a better job; however, there may be a greater present financial need. High MWC black mothers, who are assumed to work because of its necessity, may not be able to withstand the additional financial burden of a son or daughter remaining in school for additional training. The high MWC black mother may certainly value advanced education (Christopher, 1967). Its value is underscored by the son/daughter having the type of degree he/she would like to obtain be quite similiar to the one he/she really expects to obtain. The son or daughter may, therefore, experience a feeling of failure if he/she does not attain the higher

degree. The similiarity of these two means shows a proximity between the concepts of desirability of a goal and its attainment, which previously were factors that excluded many blacks from academic achievement. This MWC x race significant interaction may, therefore, suggest financial need rather than lack of concern with educational advancement, especially for high MWC blacks.

It is not surprising that the results indicate higher means for expected degree for males than females. High need achievement is seen as high masculine identification (Nobers, 1965). For this reason, socialization to achievement is practiced less often by parents with regard to daughters than to sons. Although females are reported to be higher on need achievement scales, males achieve greater educationally than females.

The significant interaction of race x sex (Table 8) on the type of degree the subject would like to obtain suggests that black males would like a lower degree than would white males. Much of the previous discussion on liked, expected and intended degree and its relationship to future occupation is also relevant to black males. In addition, it may be noted that, although black males had lower liked degree than did white males, the means suggest that, as a group, black males liked and expected to finish college and attempt an advance degree.

Intercorrelational data between the thirteen dependent measures of socialization to achievement and achievement

motivation for the total sample are presented in Appendix M. In addition, the intercorrelations for the four race-sex groups are presented in Appendices N-Q.

This study has attempted to show the importance of mother's long-term work involvement on the measures which relate to early and later socialization and subsequent aspiration level or achievement motivation. The practical significance of mother's work commitment on these variables has importance as it relates to the specific path to aspiration level. Its importance for certain types of socialization to achievement and need achievement has been established for the early stage and achievement motivation stage of development. There have been certain aspects of socialization which were not touched upon. However, few studies have utilized the extent to which a mother works as a socializing factor to achievement. One may question whether long-term involvement constitutes choice or need. Also, in comparing the achievement behavior of individuals from different backgrounds, it may be necessary to abandon a single global achievement motive in favor of many relatively independent achievement motives that are specific to people of different backgrounds: blacks versus whites, females versus males, low SES versus high SES, or particular areas of competition. Putting aside these well-founded differentiations, mother's work commitment is still shown to be an important aspect of educational, occupational and economic aspiration among present generation college freshmen.

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APPENDICES

APPENDIX A

Means and Standard Deviations of the Twenty-eight
Main effect (Mother's Commitment, Race, Sex, SES)
Combinations by the Thirteen Measures of Socialization
to Achievement and Achievement Motivation

Variables*		A ₁ B ₁ C ₁ D ₁ (N=3)	A ₁ B ₁ C ₁ D ₂ (N=4)	A ₁ B ₁ C ₁ D ₃ (N=11)	A ₂ B ₁ C ₁ D ₃ (N=7)	A ₁ B ₁ C ₁ D ₄ (N=14)
1	M	1.333	2.000	1.818	3.667	2.083
	SD	1.528	1.732	1.779	0.577	1.621
2	F	2.000	1.750	2.091	2.533	2.500
	SD	0.000	0.500	0.831	0.577	1.092
3	F	2.000	1.250	1.318	1.857	1.500
	SD	0.000	0.500	0.874	0.577	0.519
4	F	2.000	1.000	1.545	1.333	1.643
	SD	0.000	0.000	0.688	0.577	0.745
5	F	1.567	3.500	1.909	3.000	2.071
	SD	1.528	1.291	1.375	0.000	1.323
6	F	---	---	---	---	---
	SD	---	---	---	---	---
7	F	32.667	35.000	30.345	31.857	32.714
	SD	2.082	2.582	10.367	2.987	3.241
8	F	0.657	1.750	1.182	1.000	1.857
	SD	1.155	0.957	1.077	1.752	0.770
9	F	3.000	3.500	2.545	3.333	3.500
	SD	1.000	1.000	1.695	0.577	0.766
10	F	2.667	3.000	2.455	3.000	3.071
	SD	0.577	0.816	1.440	0.000	0.829
11	F	1.667	3.250	2.000	2.667	2.929
	SD	1.323	0.357	1.414	0.377	1.072
12	F	---	---	---	---	---
	SD	---	---	---	---	---
13	F	---	---	---	---	---
	SD	---	---	---	---	---

A = Mother's Commitment (A₁-high; A₂-low)

B = Race (B₁-white; B₂-black)

C = Sex (C₁-male; C₂-female)

D = SES (D₁-D₂-high; D₃-D₄-low)

* Variable codes (1-13) are given on the final page of Appendix A.

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APPENDIX A

(continued)

Variables*		$A_2 B_1 C_1 D_4$ (N=2)	$A_1 B_1 C_2 D_1$ (N=8)	$A_2 B_1 C_2 D_1$ (N=1)	$A_1 B_1 C_2 D_2$ (N=4)	$A_1 B_1 C_2 D_3$ (N=8)
1	F	2.250	0.875	4.000	1.000	1.833
	SD	1.500	1.458	---	1.414	1.329
2	F	2.000	2.250	1.000	2.000	2.375
	SD	0.000	0.453	---	0.816	0.516
3	F	2.000	1.750	2.000	2.250	2.125
	SD	1.414	0.707	---	0.500	0.235
4	F	2.500	1.750	2.000	1.500	1.500
	SD	0.707	0.707	---	0.577	0.756
5	F	3.000	2.625	2.000	3.000	1.875
	SD	0.000	0.744	---	0.000	0.991
6	F	---	3.375	2.000	3.250	2.667
	SD	---	1.188	---	1.258	0.516
7	F	34.000	33.375	31.000	34.750	35.125
	SD	1.414	4.897	---	4.856	2.475
8	F	1.000	1.500	3.000	2.250	3.125
	SD	1.414	1.414	---	1.500	0.334
9	F	3.500	3.000	4.000	3.250	3.000
	SD	0.707	0.756	---	0.500	0.756
10	F	3.000	2.500	2.000	2.750	2.625
	SD	1.414	0.756	---	0.500	0.516
11	F	3.000	2.750	3.000	3.000	2.625
	SD	0.000	0.707	---	0.000	0.516
12	F	---	4.625	3.000	4.250	3.333
	SD	---	1.598	---	1.500	1.169
13	F	---	3.875	3.000	3.500	3.333
	SD	---	0.991	---	1.732	1.366

A = Mother's Commitment (A_1 -high; A_2 -low)
 B = Race (B_1 -white; B_2 -black)
 C = Sex (C_1 -male; C_2 -female)
 D = SES (D_1 & D_2 -high; D_3 & D_4 -low)

*Variable codes (1-13) are given on the first page of Appendix A.

APPENDIX A

(continued)

Variables *		A ₂ B ₁ C ₂ D ₃ (N=2)	A ₁ B ₁ C ₂ D ₄ (N=16)	A ₂ B ₁ C ₂ D ₄ (N=6)	A ₁ B ₂ C ₁ D ₁ (N=2)	A ₂ B ₂ C ₁ D ₁ (N=1)
1	M	2.750	2.500	2.500	4.000	3.000
	SD	1.258	1.317	1.049	0.000	---
2	M	2.500	2.375	2.500	2.000	1.000
	SD	0.707	0.619	0.548	0.000	---
3	M	1.500	1.625	1.833	1.500	1.000
	SD	0.707	0.719	0.753	0.707	---
4	M	1.500	1.938	2.167	1.500	2.000
	SD	0.707	0.680	0.409	0.707	---
5	M	2.500	2.188	2.000	1.500	3.000
	SD	0.707	0.555	1.005	2.121	---
6	M	2.750	3.250	2.833	---	---
	SD	0.500	1.653	1.941	---	---
7	M	37.000	33.313	34.167	15.500	25.000
	SD	2.828	4.094	1.722	23.335	---
8	M	3.000	2.438	2.833	1.500	0.000
	SD	0.000	1.209	1.472	2.121	---
9	M	4.000	2.625	3.167	1.500	4.000
	SD	0.000	0.500	0.983	2.121	---
10	M	3.000	2.250	3.000	1.500	4.000
	SD	0.000	0.447	0.894	2.121	---
11	M	4.000	2.500	2.333	1.500	4.000
	SD	0.000	0.516	1.366	2.121	---
12	M	4.000	4.500	4.333	---	---
	SD	1.155	1.155	1.966	---	---
13	M	3.500	4.125	4.833	---	---
	SD	1.000	1.204	1.472	---	---

A = Mother's Commitment (A₁-high; A₂-low)

B = Race (B₁-white; B₂-black)

C = Sex (C₁-male; C₂-female)

D = SES (D₁&D₂-high; D₃&D₄-low)

*Variable codes (1-13) are given on the final page of Appendix A.

APPENDIX A

(continued)

Variables*		A ₁ B ₂ C ₁ D ₂ (N=2)	A ₁ B ₂ C ₁ D ₃ (N=4)	A ₂ B ₂ C ₁ D ₃ (N=3)	A ₁ B ₂ C ₁ D ₄ (N=9)	A ₂ B ₂ C ₁ D ₄ (N=10)
1	M	2.000	2.250	2.000	2.000	2.300
	SD	2.828	0.957	1.414	1.773	0.949
2	M	2.500	2.500	3.000	2.556	2.700
	SD	0.707	0.577	0.000	1.130	1.418
3	M	3.000	2.000	2.000	1.889	1.700
	SD	0.000	0.816	0.000	0.601	0.823
4	M	1.500	2.500	2.000	1.389	1.900
	SD	0.707	1.732	0.000	0.601	0.876
5	M	2.500	1.750	0.000	2.556	1.800
	SD	0.707	2.363	0.000	1.509	1.317
6	M	---	---	---	---	---
	SD	---	---	---	---	---
7	M	28.000	14.250	9.667	29.778	28.000
	SD	0.000	16.581	16.743	11.681	14.120
8	M	2.000	1.250	0.667	1.444	1.500
	SD	2.828	1.500	1.155	1.236	1.354
9	M	2.000	0.500	1.333	2.667	1.900
	SD	0.000	1.000	2.309	1.414	1.524
10	M	2.000	1.750	1.333	2.556	1.800
	SD	0.000	2.062	2.309	1.424	1.265
11	M	2.000	1.500	1.333	2.444	2.400
	SD	0.000	1.915	2.309	1.333	1.356
12	M	---	---	---	---	---
	SD	---	---	---	---	---
13	M	---	---	---	---	---
	SD	---	---	---	---	---

A = Father's Commitment (A₁-high; A₂-low)
 B = Race (B₁-white; B₂-black)
 C = Sex (C₁-male; C₂-female)
 D = SES (D₁&D₂-high; D₃&D₄-low)

*Variable codes (1-13) are given on the final page of Appendix A.

APPENDIX A

(continued)

Variables*		$A_1 B_2 C_2 D_1$ (N=1)	$A_2 B_2 C_2 D_1$ (N=2)	$A_1 B_2 C_2 D_2$ (N=1)	$A_2 B_2 C_2 D_2$ (N=3)	$A_1 B_2 C_2 D_3$ (N=1)
1	M	1.000	2.500	2.000	2.000	2.000
	SD	---	0.707	---	1.000	---
2	M	3.000	2.000	3.000	3.000	2.000
	SD	---	0.000	---	0.000	---
3	M	2.000	2.000	2.000	2.333	1.000
	SD	---	1.414	---	0.577	---
4	M	2.000	2.000	1.000	1.333	1.000
	SD	---	1.414	---	0.577	---
5	M	5.000	2.500	2.000	0.667	3.000
	SD	---	0.707	---	1.155	---
6	M	5.000	4.000	3.000	5.000	6.000
	SD	---	2.828	---	3.606	---
7	M	30.000	34.500	29.000	12.000	29.000
	SD	---	9.192	---	20.785	---
8	M	3.000	1.500	2.000	1.000	3.000
	SD	---	2.121	---	1.732	---
9	M	4.000	3.000	0.000	0.667	3.000
	SD	---	0.000	---	1.155	---
10	M	3.000	2.000	0.000	0.667	2.000
	SD	---	0.000	---	1.155	---
11	M	4.000	2.000	2.000	0.667	2.000
	SD	---	0.000	---	1.155	---
12	M	5.000	4.500	2.000	6.000	5.000
	SD	---	0.707	---	1.732	---
13	M	5.000	4.500	3.000	6.000	6.000
	SD	---	2.121	---	0.000	---

A = Mother's Commitment (A_1 -high; A_2 -low)

B = Race (B_1 -white; B_2 -black)

C = Sex (C_1 -male; C_2 -female)

D = SES (D_1 & D_2 -high; D_3 & D_4 -low)

*Variable codes (1-13) are given on the final page of Appendix A.

APPENDIX A

(continued)

Variables*		$A_2 B_2 C_2 D_3$ (N=3)	$A_1 B_2 C_2 D_4$ (N=10)	$A_2 B_2 C_2 D_4$ (N=7)
1	M	1.667	1.800	2.571
	SD	0.577	1.033	1.813
2	M	2.333	2.700	2.571
	SD	0.577	0.949	0.535
3	M	1.000	1.900	2.000
	SD	0.000	0.738	0.577
4	M	1.333	2.300	1.857
	SD	0.577	1.160	0.990
5	M	1.667	1.600	1.714
	SD	1.528	1.350	1.254
6	M	4.000	4.200	3.286
	SD	2.646	1.932	0.951
7	M	27.667	22.200	20.429
	SD	1.528	15.483	14.581
8	M	3.333	0.900	2.000
	SD	0.577	1.449	1.915
9	M	2.333	2.000	1.333
	SD	0.577	1.663	1.574
10	M	2.000	1.800	1.571
	SD	0.000	1.476	1.134
11	M	1.333	1.800	1.714
	SD	1.155	1.549	1.254
12	M	6.333	3.800	5.000
	SD	1.528	1.398	2.082
13	M	5.000	4.400	6.000
	SD	1.732	1.713	1.633

A = Mother's Commitment (A_1 -high; A_2 -low)

B = Race (B_1 -white; B_2 -black)

C = Sex (C_1 -male; C_2 -female)

D = SES (D_1 & D_2 -high; D_3 & D_4 -low)

*Variable codes (1-13) are given on the final page of Appendix A.

(continued)

Variable Code:

- 1 = Mother's Feelings Regarding Work
- 2 = Earliest Encouragement to College
- 3 = Mother's Reaction to Dropping Out of College
- 4 = Father's Reaction to Dropping Out of College
- 5 = Parent's Hope Toward Education
- 6 = Home-Career Mother's Expectation (Women only)
- 7 = Rosen's Need Achievement Scale Total Score
- 8 = Subject's Future Occupation
- 9 = Highest Degree the Subject Would Like to Obtain
- 10 = Highest Degree the Subject Expects to Obtain
- 11 = Highest Degree the Subject Intends to Obtain
- 12 = Home-Career Daughter's Preference (Women only)
- 13 = Home-Career Daughter's Expectations (Women only)

Item: Mother's Feelings Regarding Work

By and large, how did your mother feel about her work? Would you say she would have preferred not to work at all, would she have preferred a different job, was she content with her job, or did she thoroughly enjoy her job?

Prefer not to work at all.....1

Prefer a different job.....2

Content with her job.....3

Thoroughly enjoyed her job.....2

APPENDIX C

Item: Earliest Encouragement to College

How old were you the first time that one or both of your parents encouraged you to go to college? (If you do not recall exactly when they first encouraged you, GUESS.) Choose ONE of the following.

- (1) Under age 6 (pre-school years)
- (2) Grades 1 - 8 (grammar school years)
- (3) Grades 9 - 12 (high school years)
- (4) After high school graduation
- (5) Your parents never encouraged you to go to college

APPENDIX D

Item: Mother's Reaction to Dropping Out of College

If you drop out of college before getting your bachelor's degree, the reaction of your mother (stepmother, or other mother-substitute) would be--(even if you're not sure, give your best guess; choose ONE of the following).

- (1) Really broken-hearted
- (2) Quite disappointed, but she would get over it
- (3) Mixed feelings--she would be pleased in some ways, but displeased in others; OR, she would be indifferent
- (4) She would be happy--she doesn't really want you to complete four years of college
- (5) Not applicable--mother is dead, and you have no mother-substitute

APPENDIX E

Item: Father's Reaction to Dropping Out of College

If you drop out of college before getting your bachelor's degree, the reaction of your father (or stepfather) would be--(even if you're not sure, give your best guess; choose ONE of the following).

- (1) Really broken-hearted
- (2) Quite disappointed, but he would get over it
- (3) Mixed feelings--he would be pleased in some ways, but displeased in others; OR, he would be indifferent
- (4) He would be happy--he doesn't really want you to complete four years of college
- (5) Not applicable--father is dead, or parents have been divorced for some years and you have no contact with father

AL L I X F

Item: Parent's Hope Toward Education

The highest degree your parents hope you obtain is:

- (1) None (less than 4 years of college)
- (2) Bachelor's (undergraduate--B.A., B.S., B.Eng., B.D., etc.)
- (3) Master's degree (M.A., M.S., M.S.W., M.B.A., etc.)
- (4) Professional (M.D., D.D.S., D.V.M., L.L.B., J.D., etc.)
- (5) Doctorate (Ph.D., Ed.D., J.S.D., etc.)

APPENDIX G

Items: Home-Career Mother's Expectation
Home-Career Daughter's Preference
Home-Career Daughter's Expectations

- A. Which of the following situations do you really prefer and which do you realistically expect? (CIRCLE FIRST PREFERENCE AND FIRST EXPECTATION.) What is your second preference and your second expectation?
- B. Which one of the following does your mother think that you can realistically expect?

	A				B	
	I really prefer		I realistically expect		My mother expects me to be	
	1st	2nd	1st	2nd	1st	2nd
Housewife only.....	1	1	1	1	1	1
Employed <u>only</u> before children are born, then housewife.....	2	2	2	2	2	2
Employed before children are born and <u>only</u> after children are grown.....	3	3	3	3	3	3
Occasionally employed (every now and then) throughout marriage and child-rearing.....	4	4	4	4	4	4
Combining marriage and child-rearing with steady, part-time work.	5	5	5	5	5	5
Combining marriage and child-rearing with a full-time career.....	6	6	6	6	6	6
Marriage and career, without children.....	7	7	7	7	7	7
Not married; career only.....	8	8	8	8	8	8

APPENDIX H

Item: Rosen's Need Achievement Scale Total Score

For each of the following 12 statements, please fill in the ONE answer that best describes your agreement or disagreement.

(1)
STRONGLY
AGREE

(2)
MILDLY
AGREE

(3)
MILDLY
DISAGREE

(4)
STRONGLY
DISAGREE

1. All I want out of life in the way of a career is a secure, not too difficult job, with enough pay to afford a nice car and eventually a home of my own.
2. Planning only makes a person unhappy since your plans hardly work out anyway.
3. When a man is born the success he is going to have is already in the cards, so he might just as well accept it and not fight against it.
4. Nowadays with world conditions the way they are, the wise person lives for today and lets tomorrow take care of itself.
5. Even though parents often seem too strict, when a person gets older he will realize it was beneficial.
6. If my parents told me to stop seeing a friend of my own sex, I'd see that friend anyway.
7. Parents would be greatly upset if their son ended up doing factory work.
8. It's silly for a teenager to put money in a car when the money could be used to get started in a business or for an education.
9. The best kind of job is one where you are part of an organization all working together, even if you don't get individual credit.
10. Education and learning are more important in determining a person's happiness than money and what it will buy.
11. When the time comes for a boy to take a job, he should stay near his parents even if it means giving up a good job.
12. Even when teenagers get married their main loyalty still belongs to their mother and father.

APPENDIX I

Item: Subject's Future Occupation

(See Warner, Meeker & Eells, 1949)

Item: Highest Degree the Subject Would like to Obtain

The highest degree you WOULD LIKE TO receive is:

- (1) None (less than 4 years of college)
- (2) Bachelor's (undergraduate--B.A., B.S., B.Eng., B.D., etc.)
- (3) Master's degree (M.A., M.S., M.S.W., M.B.A., etc.)
- (4) Professional (M.D., D.D.S., D.V.M., I.L.B., J.D., etc.)
- (5) Doctorate (Ph.D., Ed.D., J.S.D., etc.)

APPENDIX K

Item: Highest Degree the Subject Expects to Obtain

The highest degree that you EXPECT TO RECEIVE eventually is--
(the highest degree that you EXPECT TO RECEIVE may be the same
or different from what you WOULD LIKE TO receive).

- (1) None (less than 4 years of college)
- (2) Bachelor's (undergraduate--B.A., B.S., B.Eng., B.D., etc.)
- (3) Master's degree (M.A., M.S., M.B.A., etc.)
- (4) Professional (P.D., D.D.S., D.V.M., etc.)
- (5) Doctorate (PhD., Ed.D., J.S.D., etc.)

APPENDIX L

Item: Highest degree the Subject Intends to Obtain

The highest degree you INTEND TO receive is:

- (1) None (less than 4 years of college)
- (2) Bachelor's (undergraduate--B.A., B.S., B.Eng., B.D., etc.)
- (3) Master's degree (M.A., M.S., M.S.W., M.B.A., etc.)
- (4) Professional (M.D., D.D.S., D.V.M., LL.B., J.D., etc.)
- (5) Doctorate (Ph.D., Ed.D., J.B.D., etc.)

APPENDIX M

Intercorrelations between the Thirteen Measures^a of Socialization to Achievement and Achievement Motivation for the Total Sample (N=141)

1 ^a	2	3	4	5	6	7	8	9	10	11	12	13
1 ^a --	-.17*	-.04	-.03	.14	-.04	.08	-.12	.08	.23**	.04	.02	.02
2	--	.20**	.18*	-.21*	.05	.09	.01	-.19*	-.14	-.06	.02	.04
3		--	.44**	-.21**	-.11	.03	.21*	-.10	-.10	-.13	.02	.04
4			--	-.29	.04	.01	.12	-.14	-.14	.02	.17	.21*
5				--	.05	-.15*	-.22*	.35**	.48**	.53**	-.03	-.01
6					--	-.20*	.23	-.13	-.20	-.28	.13	.40**
7						--	-.12	.08	.04	.04	.05	-.20*
8							--	-.44**	.01	-.25**	.14	.28*
9								--	.72**	.66**	-.06	-.02
10									--	.64**	-.20	-.04
11										--	-.06	-.12
12											--	.49**
13												--

^a1 = Mother's Feelings Regarding Work

2 = Earliest Encouragement to College

3 = Mother's Reaction to Dropping Out of College

4 = Father's Reaction to Dropping Out of College

5 = Parent's Hope Toward Education

6 = Home-Career Mother's Expectation (Women only; N=73)

7 = Rosen's Need Achievement Scale Total Score

8 = Subject's Future Occupation

9 = Highest Degree the Subject Would Like to Obtain

10 = Highest Degree the Subject Expects to Obtain

11 = Highest Degree the Subject Intends to Obtain

12 = Home-Career Daughter's Preference (Women only; N=73)

13 = Home-Career Daughter's Expectations (Women only; N=73)

* = $p \leq .05$

** = $p \leq .01$

APPENDIX N

Intercorrelations between the Thirteen Measures^a of Socialization to Achievement and Achievement Motivation for Black Females (N=28)

1 ^a	2	3	4	5	6	7	8	9	10	11	12	13
1 ^a --	.11	-.11	.03	.06	-.01	-.20	-.25	-.15	.26	.11	-.21	.26
2	--	.34 [*]	.28	-.08	.05	-.05	.02	.01	.18	.27	-.05	.06
3		--	.60 ^{**}	-.45 [*]	.15	.19	-.23	-.11	-.11	.07	-.07	.07
4			--	-.39 [*]	.17	.04	.20	.04	.03	.18	-.04	.01
5				--	.07	-.34	-.04	.36	.35	.36	.25	.25
6					--	-.06	.38	.02	-.19	-.17	.00	.33 [*]
7						--	-.42	-.03	-.05	.01	.10	.01
8							--	-.10	-.02	-.02	.37	.37
9								--	.57 ^{**}	.71 ^{**}	-.05	-.02
10									--	.84 ^{**}	.02	.19
11										--	.16	.19
12											--	.34 [*]
13												--

^aVariable codes (1-13) are given on Table

* = $p \leq .05$
 ** = $p \leq .01$

APPENDIX O

Intercorrelations between the Thirteen
Measures^a of Socialization to Achievement and
Achievement Motivation for Black Males (N=31)

1 ^a	2	3	4	5	6	7	8	9	10	11	12	13
1 ^a	-.26	.06	-.15	.34	--	.28	-.28	.07	.24	-.16	--	--
2	--	.32 [*]	.54 ^{**}	-.30	--	-.20	-.12	-.22	-.25	.02	--	--
3	--	--	.28	.47 [*]	--	.04	.45 [*]	-.47 [*]	-.22	-.54 ^{**}	--	--
4	--	--	--	-.38 [*]	--	.10	-.01	-.19	-.30	-.01	--	--
5	--	--	--	--	--	-.39 [*]	-.31	.29	.45 [*]	.58 ^{**}	--	--
6	--	--	--	--	--	--	--	--	--	--	--	--
7	--	--	--	--	--	--	-.11	.00	-.22	-.17	--	--
8	--	--	--	--	--	--	--	-.49 [*]	.23	-.35	--	--
9	--	--	--	--	--	--	--	--	.82 ^{**}	.65 ^{**}	--	--
10	--	--	--	--	--	--	--	--	--	.48 ^{**}	--	--
11	--	--	--	--	--	--	--	--	--	--	--	--
12	--	--	--	--	--	--	--	--	--	--	--	--
13	--	--	--	--	--	--	--	--	--	--	--	--

^aVariable codes (1-13) are given on Table

* = $p \leq .05$

** = $p \leq .01$

APPENDIX P

Intercorrelations between the Thirteen
Measures^a of Socialization to Achievement and
Achievement Motivation for White Females (N=45)

	1 ^a	2	3	4	5	6	7	8	9	10	11	12	13
1 ^a	--	-.06	-.13	-.05	-.13	.05	.07	-.10	.16	-.03	-.03	.23	-.07
2		--	.03	-.07	-.17	-.09	.32	.21	-.19	.09	-.15	-.06	-.15
3			--	.36 ^{**}	.02	-.35 ^{**}	.14	.00	.30 [*]	.22	.15	.08	.14
4				--	-.28 [*]	-.05	-.10	.08	.08	.04	.03	.34 ^{**}	.44 ^{**}
5					--	-.01	-.10	-.44 ^{**}	.39 ^{**}	.42 ^{**}	.55 ^{**}	-.22	-.23
6						--	.04	.10	-.20	-.12	-.24 [*]	.17	.26 [*]
7							--	-.11	-.03	-.05	-.15	.27 [*]	-.05
8								--	-.24	-.18	-.18	.00	.19
9									--	.68 ^{**}	.81 ^{**}	-.06	.00
10										--	.63 ^{**}	-.26 [*]	-.04
11											--	-.17	-.17
12												--	.61 ^{**}
13													--

^aVariable codes (1-13) are given on Table

* = $p \leq .05$

** = $p \leq .01$

APPENDIX Q

Intercorrelations between the Thirteen Measures^a of Socialization to Achievement and Achievement Motivation for White Males (N=37)

	1 ^a	2	3	4	5	6	7	8	9	10	11	12	13
1 ^a	--	-.38*	.11	-.02	.27	--	-.11	.03	-.01	.27	-.16	--	--
2		--	.12	.04	-.25	--	-.28*	.36*	-.16	-.29*	-.20	--	--
3			--	.50**	-.06	--	-.07	.16	-.21	-.30*	-.24	--	--
4				--	-.18	--	.15	.22	-.41**	-.30*	-.10	--	--
5					--	--	.32*	-.62**	.43**	.59**	.58**	--	--
6						--	--	--	--	--	--	--	--
7							--	-.24	.33*	.39**	.43**	--	--
8								--	-.74**	-.58**	-.62**	--	--
9									--	.71**	.52**	--	--
10										--	.65**	--	--
11											--	--	--
12												--	--
13													--

^aVariable codes (1-13) are given on Table

* = $p \leq .05$
 ** = $p \leq .01$

